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ABSTRACT

This document from Campus Compact aims to present information regarding the newest and best resources for service learning. In addition, the document excerpts, from various sources, definitions of service learning and program characteristics of effective service learning. Definitions of service learning include the following: A teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. Program characteristics include the following: (1) Placement quality, which refers to the establishment of community connections that will provide productive learning situations for students, as well as genuine resources useful to the community; (2) Students' ability to link what they are doing outside of classroom with what they are learning in the classroom; (3) Students' ability to reflect, which is associated with increased knowledge and learning abilities; and (4) Community voice, which is a predictor of tolerance, cultural appreciation, reward in service, better understanding of community, and identifying with community partners. The document lists print and Web-based resources. The resources listed include 9 Campus Compact publications, 23 print publications from other sources, and 11 Web sites. (NB)

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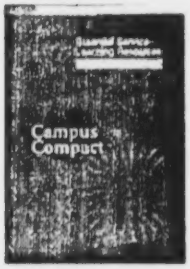
Essential Service-Learning Resources Guide



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Introduction

Interest in service-learning has increased rapidly in the past decade as have the articles, books, reports, and websites devoted to this pedagogy. One of the most frequent requests that Campus Compact receives is for the newest, best resources on service-learning. This brochure represents a compilation of this material.

At its best, service-learning improves student learning, addresses community needs, facilitates public debate and dialog, and creates campuses that are true partners with their communities. Perhaps most importantly, service-learning is a key tool for engaging students in the democracy and educating the citizens of today and tomorrow.

As in any rapidly growing field, there is an ever-expanding literature on service-learning, so this brochure should be viewed as a work in progress. For the most up-to-date information on service-learning and civic engagement resources, programs, and news, please visit our website at www.compact.org.

I hope you find this information helpful. Please feel free to contact our office if you need further assistance.

Sincerely,

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Definitions of Service-Learning

Service-learning means a method under which students learn and develop through thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience.

American Association for Higher Education (AAHE): Series on Service-Learning in the Disciplines (adapted from the National and Community Service Trust Act of 1993)

Service-learning seeks to engage individuals in activities that combine both community service and academic learning. Because service-learning programs are typically rooted in formal courses (core academic, elective, or vocational), the service activities are usually based on particular curricular concepts that are being taught.

Andrew Furco, "Is Service-Learning Really Better than Community Service?" in Furco, Andrew and Shelley H. Billig, eds. Service-Learning: The Essence of the Pedagogy. *Greenwich, CT: Information Age Publishing Inc. 2002. p. 25*

Service-learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.

Campus Compact National Center for Community Colleges

Service-learning is a process through which students are involved in community work that contributes significantly: 1) to positive change in individuals, organizations, neighborhoods, and/or larger systems in a community; and 2) to students' academic understanding, civic development, personal or career growth, and/or understanding of larger social issues. This process always includes an intentional and structured educational/developmental component for students, and may be employed in curricular or co-curricular settings. Even with an expanded vision for the field, service-learning will undoubtedly continue to play a critical role in campus-community collaboration.

From Charity to Change, *by Minnesota Campus Compact*

Service-learning is a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Robert Bringle and Julie Hatcher, A Service Learning Curriculum for Faculty. The Michigan Journal of Community Service-Learning, *Fall 1995, pp.112-122*

Program Characteristics of Effective Service-Learning

Placement Quality
Refers to the establishment of community connections that will provide productive learning situations for students as well as genuine resources useful to the community.

Application
Refers to the degree to which students can link what they are doing in the classroom to what they are experiencing in the community and vice versa.

Reflection
The quantity and quality of reflection was most consistently associated with academic learning outcomes: deeper understanding and better application of subject matter and increased knowledge of social agencies, increased complexity of problem and solution analysis, and greater use of subject matter knowledge in analyzing a problem.

Community Voice
Community voice was a predictor of tolerance, a cultural appreciation, reward in service, valuing a career in service, better understanding of the community, and identifying with community partners.

Excerpted from Eyler, Janet and Dwight Giles, Where's the Learning in Service-Learning? *San Francisco: Jossey-Bass, 1999.*

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Campus Compact's Recommended Service-Learning Print and Web-Based Resources

Essential Campus Compact (National & State) Publications

Battistoni, Richard M. *Civic Engagement Across the Curriculum: A Resource Book for Service-Learning Faculty in All Disciplines.* RI: Campus Compact. 2002.

Campus Compact. *Benchmarks for Campus/Community Partnerships.* RI: Campus Compact. 2000.

Campus Compact. *Campus Compact Reader.* RI: Campus Compact. *www.compact.org/publications.*

Campus Compact. *Establishing and Sustaining an Office of Community Service.* RI: Campus Compact. 2000.

Campus Compact. *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty.* RI: Campus Compact. 2000.

Campus Compact. *The Presidents' Declaration on the Civic Responsibility of Higher Education.* RI: Campus Compact. 2002.

Gelmon, Sherril B., Barbara A. Holland, Amy Driscoll, Amy Spring, and Seanna Kerrigan. *Assessing Service-Learning and Civic Engagement: Principles and Techniques.* Revised, third edition. RI: Campus Compact. 2001.

Heffernan, Kerrissa. *Fundamentals of Service-Learning Course Construction.* RI: Campus Compact. 2001.

Long, Sarah. *The New Student Politics: The Wingspread Statement on Student Civic Engagement.* RI: Campus Compact. 2002.

Additional Essential Readings

AAHE's Service-Learning in the Disciplines 18-volume monograph series. Washington, DC: AAHE Publications. 1999. *http://www.aahe.org.*

Bailis, Lawrence Neil. *Taking Service-Learning to the Next Level: Emerging Lessons from the National Community Development Program.* National Society for Experiential Education. 2000.

Bringle, Robert G. et. al., eds. *Colleges and Universities as Citizens.* Needham, MA: Allyn & Bacon. 1999.

Bringle, Robert G. and Julie A. Hatcher. "Implementing Service Learning in Higher Education." *Journal of Higher Education.* 67:2 (1996). 221-239.

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Delve, Cecilia I. et. al., eds. *Community Service as Values Education, New Directions for Teaching and Learning.* San Francisco: Jossey-Bass. 1990.

Ehrlich, Thomas, ed. *Civic Responsibility and Higher Education.* Phoenix, Arizona; Orynx Press. 2000.

Eyler, Janet et. al. *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections.* Nashville: Vanderbilt University. 1996.

Eyler, Janet and Dwight Giles. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass, 1999.

Eyler, Janet, Dwight Giles, Christine M. Stenson and Charlene J. Gray. *At A Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions, and Communities,* 1993-2000, Third Edition. Nashville: Vanderbilt University. 2001.

Furco, Andrew and Shelley H. Billig, eds. *Service-Learning: The Essence of the Pedagogy.* Greenwich, CT: Information Age Publishing Inc. 2002.

Hollander, Elizabeth and John Saltmarsh. "The Engaged University." *Academe: Bulletin of the American Association of University Professors.* July August 2000. 86:4, p. 29-31.

Hollander, Elizabeth, John Saltmarsh, and Edward Zlotkowski. "Indicators of Engagement," in Simon, L.A., Kenny, M., Brabeck, K., & Lerner, R.M., eds. *Learning to Serve: Promoting Civil Society Through Service-Learning.* Norwell. MA: Kluwer Academic Publishers. 2002.

Howard, Jeffrey, ed. Praxis I: *A Faculty Casebook on Community Service,* and *Praxis II: Service Learning Resources for University Students, Staff, and Faculty.* Ann Arbor, MI: Office of Community Service Learning Press, University of Michigan. 1993.

Howard, Jeffery, ed., *Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook,* University of Michigan: OCSL Press. Summer 2001.

Jacoby, Barbara and Associates. *Service-Learning in Higher Education: Concepts and Practices.* San Francisco: Jossey-Bass. 1996.

Kenny, Maureen et. al., eds. *Learning to Serve, Promoting Civil Society through Service Learning.* Massachusetts: Kluwar Academic Publishers. 2002.

Maurrasse, David J. *Beyond the Campus: How Colleges and Universities Form Partnerships with their Communities.* NY: Routledge. 2001.

Michigan Journal of Community Service Learning. Ann Arbor, MI: Office of Community Service Learning Press, University of Michigan. (Subscribe on-line at http://www.umich.edu/~ocsl/MJCSL/.)

O'Grady, Carolyn R., ed. *Integrating Service-Learning and Multicultural Education in Colleges and Universities.* NJ: Lawrence Erlbaum Associates, Inc. 2000.

Rhoads, Robert A. and Jeffrey Howard, eds. *Academic Service Learning: A Pedagogy of Action and Reflection, New Directions for Teaching and Learning.* San Francisco: Jossey Bass. 1998.

Stanton, T. et. al. *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future.* San Francisco: Jossey-Bass. 1999.

Zlotkowski, Edward, "Mapping New Terrain: Service-Learning Across the Disciplines," *Change.* January/February 2001. pp. 25-33.

Zlotkowski, Edward, ed. *Successful Service-Learning Programs: New Models of Excellence in Higher Education.* Boston: Anker Publishing. 1998.

Recommended Web Sites

American Association of Colleges and Universities Knowledge Network
http://www.aacu-edu.org/knowNet/index.html

American Association of Community Colleges Horizons Service-Learning Project
http://www.aacc.nche.edu/initiatives/SERVICE/SERVICE.HTM

American Association for Higher Education Service-Learning Project
http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/HorizonsServiceLearningProject/HorizonsServiceLearningProject.htm

The Big Dummy's Guide to Service-Learning
http://www.fiu.edu/~time4chg/Library/bigdummy.html

Campus Compact
http://www.compact.org

Campus Compact National Center for Community Colleges
http://www.mc.maricopa.edu/academic/compact/

Chronicle of Higher Education (need subscription to access some articles)
http://www.chronicle.com/

The Civic Mind
http://www.civicmind.com/index.html

The Colorado Service-Learning Home Page
http://Csf.Colorado.EDU/sl/

Council of Independent Colleges Projects
http://www.cic.edu/projects/

Educators for Community Engagement
http://www.E4CE.org

ERIC Clearing House on Higher Education
http://www.eriche.org/

Higher Education Research Institute at UCLA
http://www.gseis.ucla.edu/heri/heri.html

Journal of College and Character & Character Clearinghouse
http://www.CollegeValues.org/index.cfm

Journal of Public Service & Outreach
http://www.uga.edu/~jpso/index_2.html

Learn and Serve America Training and Technical Assistance Exchange
http://www.lsaexchange.org

Learn, Serve, & Surf
http://www.edb.utexas.edu/servicelearning/index.html

Learning in Deed
http://www.learningindeed.org/

Michigan Journal of Community Service Learning
http://www.umich.edu/~ocsl/MJCSL/

The National Service-Learning Clearinghouse
http://www.servicelearning.org/

National Society for Experiential Education
http://www.nsee.org

NCTE's Service-Learning in Composition Website
http://www.ncte.org/service

The New England Resource Center for Higher Education
http://www.nerche.org

Second Nature Resource Center
www.secondnature.org/resource_center/resource_center.html

Service-Learning Internet Community
http://www.slic.calstate.edu

UCLA Service-Learning Clearinghouse Project
http://www.gseis.ucla.edu/slc/

Resources for Community Colleges

WEBSITES

American Association for Higher Education's Best Practices for Service-Learning
http://www.aahe.org/service/models.htm
The models on this website include several community colleges. Each of these community colleges completed surveys describing their service-learning efforts, goals, mission, components, guiding principles, requirements, etc. These are in-depth profiles that probably have useful language that can be duplicated/borrowed for other campuses interested in institutionalizing service-learning.

American Association of Community Colleges Horizons Service-Learning Website
http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/HorizonsServiceLearningProject/HorizonsServiceLearningProject.htm
This website contacts resources, numerous on-line and print publications, grant opportunities, conferences and events, and links to other useful sites.

Brevard Community College
http://www.brevard.cc.fl.us/CSL/00Mission.html
The "Introduction" and "Choices" pages on this website contain excellent examples of the language on service-learning at a community college.

Campus Compact National Center for Community Colleges
http://www.mc.maricopa.edu/academic/compact/
This website includes resources, model programs, online and print publications, conference papers, grant opportunities, and other resources on service-learning at community colleges.

Maricopa Community College
http://www.mc.maricopa.edu/services/servicelearning/
This website includes a searchable database of projects by discipline, definitions, guides, and general information for faculty and students on how to get started in service-learning.

Miami Dade Community College's Service-Learning Center
http://www.mdcc.edu/servicelearning/
This website includes a rationale for service-learning, along with faculty materials and other resources.

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Burr, Kevin, "Problems, Politics, and Possibilities of a Progressive Approach to Service Learning in a Community College: A Case Study," *Journal of Industrial Teacher Education*, Vol. 36, No. 3, Spring 1999, (available online at *http://scholar.lib.vt.edu/ejournals/JITE/v36n3/burr.html*).

Prentice, Mary, "Institutionalizing Service Learning in Community Colleges," Washington, D.C.: American Association of Community Colleges, 2002. (available at *http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/HorizonsServiceLearningProject/Publications/Publications.htm)*. This research brief analyzes the institutionalization of service-learning programs in 90 community colleges.

Robinson, Gail, "Stepping into our Destiny: Service Learning in Community Colleges," *Community College Journal*, December 1999/January 2000, pp. 10-12. This article discusses the recent explosion of service-learning programs at community colleges, highlights the benefits and challenges of service-learning, and suggests future directions for service-learning at community colleges.

Robinson, Gail and Lynn Barnett, "Service Learning and Community Colleges: Where We Are," Washington, D.C.: American Association of Community Colleges, 1996, (available at *http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/HorizonsServiceLearningProject/Publications/Publications.htm)*. This 12-page report, complete with more than 30 charts and graphs, summarizes the findings of a 1995 AACC national survey to determine the involvement in service-learning among community colleges.

Robinson, Gail and Lynn Barnett, "Community Colleges and Service-Learning," American Association of Community Colleges, (available at *http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/HorizonsServiceLearningProject/Publications/Publications.htm*). This publication offers guidelines and recommendations for starting a service-learning program at a community college. It includes funding suggestions, organizations, and other helpful resources.

A number of publications on service-learning at communities colleges are available from the Campus Compact National Center for Community Colleges (additional details, excerpts, prices, and ordering information is available at *http://mcweb.mc.maricopa.edu/academic/compact/Booklets.htm)*. These publications focus on a variety of topics, including building and sustaining service-learning programs, the faculty role in service-learning, and evaluation and assessment of service-learning programs.

Six Models for Service-Learning

The following is excerpted from Heffernan, Kerrissa. Fundamentals of Service-Learning Course Construction. *RI: Campus Compact, 2001, pp. 2-7, 9.*

Whether creating a new course or reconstructing an existing course using service-learning, faculty should explore the appropriate model of service-learning. While one could argue that there are many models of service-learning, we feel that service-learning courses can basically be described in six categories:

1) "Pure" Service-Learning

These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

2) Discipline-Based Service-Learning

In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.

3) Problem-Based Service-Learning (PBSL)

According to this model, students (or teams of students) relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: architecture students might design a park; business students might develop a web-site; or botany students might identify non-native plants and suggest eradication methods.

4) Capstone Courses

These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students' understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

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5) Service Internships

Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

6) Undergraduate Community-Based Action Research

A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

Exemplary Service-Learning Syllabi

- Include service as an expressed goal
- Clearly describe how the service experience will be measured and what will be measured
- Describe the nature of the service placement and/or project
- Specify the roles and responsibilities of students in the placement and/or service project, (e.g., transportation, time requirements, community contacts, etc.)
- Define the need(s) the service placement meets
- Specify how students will be expected to demonstrate what they have learned in the placement/project (journal, papers, presentations)
- Present course assignments that link the service placement and the course content
- Include a description of the reflective process
- Include a description of the expectations for the public dissemination of students' work

Principles of Good Practice for Service-Learning Pedagogy

excerpted from Howard, Jeffery, ed., Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook, *University of Michigan: OCSL Press, Summer 2001, pp. 16-19*

PRINCIPLE 1: Academic Credit Is for Learning, Not for Service
Academic credit is not awarded for doing service or for the quality of the service, but rather for the student's demonstration of academic and civic learning.

PRINCIPLE 2: Do Not Compromise Academic Rigor

PRINCIPLE 3: Establish Learning Objectives
It is a service-learning maxim that one cannot develop a quality service-learning ourse without first setting very explicit learning objectives. This principle is foundational to service-learning.

PRINCIPLE 4: Establish Criteria for the Selection of Service Placements
Requiring students to serve in any community-based organization as part of a service-learning course is tantamount to requiring students to read any book as part of a traditional course. Faculty who are deliberate about establishing criteria for selecting community service placements will find that students are able to extract more relevant learning from their respective service experiences, and are more likely to meet course learning objectives.

PRINCIPLE 5: Provide Educationally-Sound Learning Strategies To Harvest Community Learning and Realize Course Learning Objectives
Requiring service-learning students to merely record their service activities and hours, as their journal assignment is tantamount to requiring students in engineering to log their activities and hours in the lab.

PRINCIPLE 6: Prepare Students for Learning from the Community
Most students lack experience with both extracting and making meaning from experience and in merging it with other academic and civic course learning strategies. Therefore, even an exemplary reflection journal assignment will yield, without sufficient support, uneven responses.

PRINCIPLE 7: Minimize the Distinction Between the Students' Community Learning Role and Classroom Learning Role
Classrooms and communities are very different learning contexts. Each requires students to assume a different learner role. The solution is to shape the learning environments so that students assume similar learning roles in both contexts.

PRINCIPLE 8: Rethink the Faculty Instructional Role

If faculty encourage students' active learning in the classroom, what would be a concommitment and consistent change in one's teaching role? Commensurate with the proceeding principle's recommendation for an active student learning posture, this principle advocates that service-learning teachers, too, rethink their role.

PRINCIPLE 9: Be Prepared for Variation in, and Some Loss of Control with, Student Learning Outcomes

PRINCIPLE 10: Maximize the Community Responsibility Orientation of the Course

One of the necessary conditions of a service-learning course is purposeful civic learning. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to purposeful academic learning.

AAHE-Campus Compact Consulting Corps

Corps members have consulted for colleges, universities, state and regional Compacts, and beyond. Made up of fifteen senior teacher-scholars with expertise in different institution types and representing a variety of disciplines, the Consulting Corps is a unique resource offered by AAHE and Campus Compact to assist institutions and others in becoming more effective vehicles of academically based civic engagement. A substantial discount on consultation fees is available for Campus Compact members. To learn more about the AAHE-Campus Compact Consulting Corps, visit our website at *http://www.aahe.org/service/consultingcorps.htm* or contact Steve Jones, Campus Compact Project Associate, at (401) 863-1119 sjones@compact.org.

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Frequently Asked Questions (and Answers)

Q. Where can I find program models of service, service-learning, and civic engagement programs?

A. Campus Compact has recently revised and expanded its program models database (*www.compact.org/programmodels*). Additional online resources include:

AAHE's Models of Good Practice located at *http://www.aahe.org/service/models.htm*

The Character Clearinghouse at the CollegeValues site is at *http://collegevalues.org/bestprograms.cfm*

CNCS's models located at *http://www.nationalservice.org/resources/epicenter/*

The University of Pennsylvania has a searchable database of their service and service-learning programs at *http://www.upenn.edu/csd/csd.html*

The searchable program models database at the National Service-Learning Clearinghouse at: *http://128.121.127.1/servicelearning/resources_tools/program_directory/index.php*

Models and information at AACU's Knowledge Network at *http://www.aacu-edu.org/KnowNet/civic.htm*

Colorado's service-learning site which includes a list of university programs at *http://csf.colorado.edu/sl/academic.html*

UCLA's list of model programs available at *http://www.gseis.ucla.edu/slc/modelp.html*

Q. Where can I find service-learning syllabi on the web?

A. For a searchable collection of service-learning syllabi, see Campus Compact's syllabi project at *http://www.compact.org/syllabi/*.

Additional online syllabi resources include:

Massachusetts Campus Compact has a collection of syllabi at *http://www.tufts.edu/as/macc/articles1.htm*

PHENND (Philadelphia Higher Education Network for Neighborhood Development)'s online syllabi swap at *http://www.upenn.edu/ccp/PHENND/syllabi.html*

The National Service-Learning Clearinghouse at *http://www.servicelearning.org/resources_tools/syllabi/index.html*

Second Nature's syllabi site at *http://csf.colorado.edu/sl/syllabi/index.html*

University of Washington's syllabi site at *http://www.washington.edu/students/caron/servlern/faculty/syllabi.html*

American Association of Community College's Horizons Service-Learning Projects at *http://www.aacc.nche.edu/Content/NavigationMenu/resourcecenter/projects_partnerships/current/HorizonsServiceLearningProject/ClearinghouseServices/CourseSyllabi.htm*

UCLA's Service-Learning Clearinghouse Project has a list of web sites for service-learning programs at *http://www.gseis.ucla.edu/slc/ostates.html*

California Polytechnic State University has a list of syllabi at *http://www.calpoly.edu/~slad/csl/syllabi.html*

Q. How prevalent is service-learning?

A. Among the over 800 Campus Compact members, 87% report that they offered at least one service-learning course during the 2000-2001 academic year and 68% report that the number of students participating in service has increased over the past year. These trends at colleges and universities reflect the growing prevalence of service-learning in K-12 education. According to the Annual Survey of Freshmen conducted by the Higher Education Research Institute (HERI) at UCLA (*http://www.gseis.ucla.edu/heri/heri.html*) over 55% of freshmen in the 2000-2001 academic year reported performing community service as part of a class in the past year and a remarkable 81% performed volunteer work. Obviously, students are reaching college prepared to serve their communities.

Q. Where can I find these and other statistics about community service and service-learning on the web?

A. Statistics on service and service-learning are available on the following websites:

Results from the Campus Compact Annual Members Survey (*http://www.compact.org/newscc/highlights.html)*

The Chronicle of Higher Education (*www.chronicle.com/stats*, note that you have to be a subscriber to access this information)

Learning In Deed (*http://www.learningindeed.org/research/slresearch/slrsrchsy.html)*

The Institute of Politics' "Attitudes Toward Politics and Public Service: A National Survey of College and University Undergraduates," available at HPR online (*http://www.hpronline.org/survey/)*

"Summary of National Survey of 800 College Students" by the Mellman Group *(http://www.panettainstitute.org/poll~memo.htm*)

Roper Starch Worldwide's "Public Attitudes Toward Education and Service-Learning" (*http://www.roper.com/*)

The National Survey of Student Engagement (NSSE)
(http://www.indiana.edu/~nsse/)

The Diverse Democracy Project at the University of Michigan
(http://www.umich.edu/~divdemo/)

National Service-Learning Clearinghouse features reports and many useful links to online statistical reports *(http://www.servicelearning.org/index.html)*

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